

Title: Karuta Game

Levels: Beginning Japanese learners, Mid/High school students

Number of students: 36

Aims: Integrated skills

Class time: 50min

Preparation time: about 5-10min

Resources: Cards

Rational:

This is reviewing, creating and practicing for other activities, and this is going to be fun activity, so students will be able to learn and output what they learned previous activities. According to Gardner (1999), "intelligence is defined as a biological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (pp. 33-34). Therefore using this type of cultural game can develop students' integrated skills and language competency at the same time.

Background:

There is a Japanese game called "Karuta." The basic idea of *karuta* game is to be able to quickly determine which card out of an array of cards is required and then to grab the card before it is grabbed by an opponent. There are various types of cards which can be used to play *karuta*. It is also possible to play this game using two standard decks of playing cards. There are two kinds of cards used in *karuta*. One kind is *yomifuda* or "reading cards", and the other is *torifuda* or "grabbing cards." As they were denoted, the words in the *yomifuda* are read and players will have to find its associated *torifuda* before anybody else does. For my integrated activity, I would like to use concept of this game.

Procedure:

1. Teacher divides students into groups.
2. Teacher will say vocabulary words of nouns, verbs, adjectives and adverbs in English, one by one, then students will take the cards which are relevant and appropriate written in Japanese.
3. After they take all of the cards, students have to make and write a sentence by the card which they got with group members. To connect the words, they have to use appropriate conjunctions and particles.
4. After students are finished making sentences, they have to present what sentences they made as well as the meaning of the sentences.

For example...

机 (つくえ)

Desk

Torifuda
(The one students take)

Yomifuda
(The one the teacher read out)

The cards of *torifuda* should be like...

描く
(かく)

ノート

大きい

弟
(おとうと)

絵
(え)

(to draw)

(notebook)

(big)

(younger brother)(picture)

Assuming students take these cards, then students can make a sentence like

"弟がノートに大きい絵を描く" means "(my) younger brother write a big picture on a note"
(These underlined letters are particles.)